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EDITORIALS

Not Too Late

The Journal's offer of a ten-dollar prize for the best answer to the farmer's question, "What's that good for?"—meaning "pedagogy"—has brought a variety of interesting answers. The closing date for entries in this competition is October 1. If you have been meaning to send your version, there is still time. Remember, the answer must be one that a farmer would easily comprehend, and must not be any longer than he would listen to without becoming restless.

You know what pedagogy is good for. You are skilled in the art of presenting ideas. Here is your chance to enlighten the inquiring farmer,—likewise your chance to win a neat reward in cash if your answer turns out best of the lot.

Dubuque, Iowa, has a supremely sane Board of Education, and five of the seven members voted to rescind their recent anti-superintendent vote and re-elected O. P. Flower on the ground that the existing religio-politico-school excitement was doing so much harm that it was no longer a question of the desirability of continuing the service of the superintendent, but of turning off the poison gas.

Don't Strike Out

Nothing on the diamond is quite so exasperating as for a man at the bat to "strike out."

"Strike one!"

"Strike two!"

"Strike three!" and out.

The batter has had three perfectly good chances to hit the ball. He had two warnings. When he heard "Strike one!" he knew that one-third of his opportunities was gone. When he heard "Strike two!" he fully realized that he would have but one more chance, and he knew if he passed that up he would throw down his bat with a disgusted gesture.

Nothing is more vital to a student all through his course than to be made to realize that one rarely achieves a success in life if he fails in three opportunities to make good.

It is tragic to see a young man leave college or university after four years of study without a purpose to be a success in something at

the cost of abundant effort; yes, and any needed sacrifice.

The day has gone forever when one can afford to think that "formal discipline" can guarantee success. Never has it been so certain as it is today that a person, especially a young man, is the architect of his own fortune; the school has no higher mission, and the educational leaders have no nobler message than to impress ineradicably on the mind and morale of a student that if he "strikes out" he has only himself to blame.

The public, both business and professional, is the umpire, and when the public says "Strike one!" it should go to the very soul of a graduate that two more "strikes" will send him to the benches.

He can say where he wants the ball to come, but he cannot say how it shall come. He knows that the pitcher is not going to help him hit the ball. Hitting the ball is his business.

It is a high educational crime to waste time on subject method if one neglects the higher aim of preparing boys to go to the bat and not be indifferent as to the umpire's "Strike one!" "Strike two!"

It is pedagogically criminal to make learning so easy for a student that he expects the world likewise to make things easy for him to succeed. The subject-method-ist seeking to pave the way to commercial or professional glory for children and youth must first of all see to it that when the graduate from high school or college "goes to the bat" on life's diamond he fully realizes that no pitcher will ever try to pitch a ball so that it may be easy for him to hit. No father has wealth enough, no professional honor has weight enough to deter the umpire from calling "Strike three!" No scholastic rank is high enough, no graduate degree is big enough to give a man first base after he hears "Strike three."

We are dangerously near the professional precipice which looks down into a yawning chasm, when we pretend that college credits can make a successful teacher.

College work can help anyone if it is helpful college work, but success in any school is made by the teacher, when he "goes to the bat." It is a long way from ability to earn credits in college work to success with boys and girls of any age who are not trying to make it easy for the teacher. There should echo and re-echo, over and over again, wherever boys and girls, youth and maiden are getting ready to "go to the bat," "DON'T STRIKE OUT!"

Student use of libraries is one of the triumphs of the expanded curricula.

Important Michigan Study

M. W. Longman, superintendent, Muskegon, Michigan, has made a study of thirteen Michigan cities that is of surpassing interest. It is a study reliable as to statistics, vital as to interests considered, brilliant in its presentation.

A single sentence tells the whole story as to the professional morale of the study. "It results from a desire to make available certain data which might help to modify educational practices favorably."

The thirteen cities do not include Detroit and Grand Rapids, which are in a class by themselves. They are: Ann Arbor, Battle Creek, Flint, Hamtramck, Hastings, Highland Park, Jackson, Kalamazoo, Lansing, Muskegon, Pontiac, Saginaw, E.S., Saginaw, W.S. Superintendents' salaries ten years ago were $2,000, $2,500, $2,600, $2,900, $3,000, $3,100, $3,200, $3,250, $3,400, $3,500, and $3,600.

These same cities are now paying $8,000 (two), $7,500, $6,750, $6,500 (three), $6,250. $6,000 (two), $5,500 (three), $4,100.

Four cities, Muskegon, Battle Creek, Jackson, and Highland Park, had a decrease in tax rate. The other nine cities had an increase. Only three cities had an increase of more than seven per cent. in assessed valuation in one year.

The school census is from 19 to 29 per cent. of the population.

In no case is the bonded school indebtedness 5 per cent. of the assessed valuation; usually it is less than 2 per cent.

The most surprising figures are those reporting the per cent. of the total enrollment in the senior high school. We are quite sure that this is due to a difference in what is included in senior high school enrollment.

Significant Program

The American Federation of Teachers at its recent meeting in Chicago presented in brief some significant aims for which to crusade.

Restoration of the five-hour class day in public schools.

Cultural wage schedules.

Sabbatical leave with pay.

Pensions.

Tenure.

Participation in school government for teachers.

Safe and sanitary school buildings.

Freedom in teaching.

Secretary G. E. Stecher says: "It is regrettable to say so, yet undeniably true that the average American today gives more attention

to individual pleasures and amusements than to the institutions that are moulding the future of his children."

Insurance is sure to be a required Junior High School subject in the near future.

Million-Dollar Colleges

The United States Bureau of Education is issuing highly important publications, by far the most appealing to the educational public that have been published by the Bureau. Commissioner John J. Tigert has demonstrated remarkable leadership. One of the latest of the new order of publications is an account of the million-dollar endowments of one hundred and twenty-one such colleges and universities. Most of these institutions are under private control. State universities as a rule are not heavily endowed, and only eighteen of them are in the millionaire class so far as productive endowments are concerned. Harvard University is the richest educational institution in the United States; its endowment is $53,031,769. Columbia is next with $41,300,909, and Yale, Leland Stanford, Chicago, Cornell, Johns Hopkins, Carnegie, Princeton, Rochester, and Pennsylvania follow in order. Harvard is also first in value of buildings, grounds, and equipment. Its plant is valued at $22,800,000. Yale is second with $21,089,690; and Columbia, Pennsylvania, Chicago, Massachusetts Institute of Technology, and Leland Stanford follow.

University of Chicago is building a group of medical buildings to cost four-and-a-half million dollars.

An International Conference

The Progressive Education Association, 10 Jackson Place, Washington, D.C., will hold an international conference in Boston next summer. This promises to be one of the outstanding education meetings of the summer, as the Progressive Education Association is already one of the most serviceable of the many associations.

The meeting in Philadelphia this year was one of the largest and most worthwhile meetings of 1925. There were many foreign countries represented at Philadelphia without any special invitation or features for them. Next summer the international relations will be strongly featured.

It is a thrifty society in these days that carries a budget of $15,789.

President Coolidge recently gave this advice to a group of boys who called upon him at the White House: "Work hard, and behave yourself." Isn't that common sense in the nth power?

Mexico's Educational Lead

The United States is badly jarred by seeing Mexico many laps ahead of us in education. It is reported that a recent Mexican law protects all children up to fourteen from "industrial brutality," but the United States from Massachusetts to Louisiana refuses to pass a Child Labor Law which Mexico seems to have rejoiced in passing. We may soon be looking to Old Mexico rather than New England for educational leadership.

The Junior High School

At a junior high school conference called at the instance of Dean John W. Withers and Professor Philip W. Cox of the New York University, recently, the committee on resolutions consisting of George Wheeler of Philadelphia, Worster Warren, Bridgeport, Conn.; R. O. Reynolds, Junior High School, Maplewood, N.J.; Jasper T. Palmer, Mount Vernon, N.Y., and Professor Barrows of the School of Education, New York University, presented the following:—

"Whereas, this conference has been eminently successful and helpful, be it resolved that New York University and particularly Dean Withers and Dr. Cox be thanked for calling and organizing this conference, and that steps be taken to make the conference a permanent institution.

"Whereas, the public school systems of the country are rapidly being reorganized on the 6-3-3 plan in which the junior high school is definitely recognized as consisting of the seventh, eighth, and ninth grades, and

"Whereas, the central purpose in the establishment of the junior high school is to give civic, social, and educational training and guidance properly adapted to children of early adolescence, and

"Whereas, the realization of this purpose is hampered by the fact that college entrance requirements are now based in part on the work of the ninth grade, be it

"Resolved, that it is the sense of this conference the college entrance requirements should consist of twelve units based on the work of tenth, eleventh, and twelfth grades only, and be it further

"Resolved, that this conference strongly urge that those responsible for determining college entrance requirements make such modification."

The principal speakers were: John W. Withers, dean of the School of Education, New York University; Dr. A. B. Meredith, commissioner of education, State of Connecticut; P. H. Smith, superintendent of schools, Bayonne, New Jersey; Dr. Thomas H. Briggs, professor of education, Teachers' College; Dr. James M. Glass, director of Junior High Schools, State of Pennsylvania; L. L. Jackson, assis-

tant commissioner of education, State of New Jersey. Philip W. Cox, professor of education of New York University, presided.

McAndrew's Latest

Superintendent William McAndrew of Chicago says the old-time methods of teaching arithmetic on examples based on cords of wood, barrels of apples or buckets of water have passed with other trappings of the pre-war era. Nowadays teachers find that children grasp the idea of percentages better when they are told to compute that of their favorite baseball team. The boy or girl who is given the problem of computing Babe Ruth's batting average picks the idea of means and averages up quicker.

The Junior High School is now a permanent institution.

Homes for Retired Teachers

Among the most important professional and humanitarian appeals of the day is immediate provision of comfortable, attractive, and in every way appropriate homes for retired and retiring teachers. If money was available today for the erection and equipment of a desirable and every way satisfactory home in Washington, in Florida, or in California it would be full to the limit at once, and there would be enough candidates to warrant building a home every two or three years for the next fifteen years. American education is facing a tragedy unless there is immediate action.

It is not a question of providing for teachers who would like to retire but for those who are to be forced to retire, not at seventy nor at sixty-five but at sixty years of age. It is in no sense a question of retiring them because of their inability to teach well, but it is to be chiefly in order to make room for the multitude of graduates of Normal Schools, State Teachers Colleges, Schools of Education, and University Teachers Colleges. Places are now being made for the overflow by putting them in at the bottom through raising the standard, but that resource is fast being eliminated, and there is already a demand for making compulsory retirement at sixty universal in order to provide for the vast number of professionally trained teachers who are graduating each year. This demand has an irresistible force from professionalism at the top and from the political activity at the bottom.

Modern salaries and pensions make teaching most attractive for young women. There is no possibility of preventing a hundred thousand teachers now above fifty years of age being forcefully retired within the next ten or fifteen years. It is entirely clear that tens of thousands of these will have no attractive place in which to spend the remaining years of life. It is not a question of poverty, but a question of an appropriate and desirable place to enjoy home life. There are today thousands of women who have retired or who will soon be forced to retire who have outlived their family, who have no relatives with whom they can live even if they have a small income. It is not a question of tomorrow but of today. There should be money available today to provide appropriate homes to which retired and retiring teachers can go before another summer. From the standpoint of education as well as of justice it is more important to have such homes than it is to have new buildings on the college campus. Giving money to provide buildings, equipment, faculties by immense gifts, to provide teachers to crowd successful, faithful teachers out in a friendless world and give nothing for providing attractive homes for those they are crowding out is beyond language to characterize.

These homes are sure to be built. There is no doubt about that. With men of large wealth giving millions every year to Asia and Africa, men who would never have had the money to give but for the devotion of these teachers, to hesitate to provide, promptly and adequately, delightful homes for these teachers will be indescribably heartless.

The public needs to be educated at once, first, to realize the changed situation in the profession; second, to appreciate the kind of home life these faithful teachers deserve; third, to help men of large means to realize that this need should take precedence of other and traditional causes.

Fascinating Character Making

The earlier character traits are established the more corrective they are.

Poison germs once in the system are liable to assert their evil influence long after they are supposed to have been nullified.

More than fifty years ago Mrs. A. D. T. Whitney prepared a book on "Mother Goose for Adults." It was intensely and immensely popular, and ran through many editions, maintaining its grip on the public for more than thirty years. These Mother Goose rhymes modified the character of men and women for more than a generation as they had created the character of children for several generations.

Now, when formative character forces are needed as never before, Mrs. Helen B. Paulsen, "The Mother Goose Lady," is giving the captivating and ineffaceable Mother Goose jingles through Mother Goose dolls which Mrs. Mary A. Lowe has created.

The work is so ingeniously tactful and so scientifically masterful that it creates constructive character through children's projects, through language lessons, through industrial activity at an earlier age than in any curriculum.

We venture a Yankee guess that Mrs. Paulsen's character lessons through Mother Goose dolls is one of the noblest character-creating forces of the new day in home and school.

Are We Killing Our College Presidents?

By JOHN E. KIRKPATRICK, Ph.D.,

Olivet College, Michigan

The recent almost tragic death of Dr. Marion LeRoy Burton, president of the University of Michigan, has had one unusual result. It has caused many people, if the newspapers may be trusted to reflect the thought of the public, to give some thought to the nature of the academic executive office and the burdens that rest upon the shoulders of our university and college presidents.

Dr. Burton was only fifty years of age and should have had at least twenty years more of active service. He was possessed of an unusually rugged constitution and of boundless energy. His break did not come suddenly and without ample warning, yet it seems to have been true that he could not have continued to occupy the office he did and to discharge its duties without ending his life before he had reached the three score and ten which were his due. "Did the office of university president kill Dr. Burton?" I queried. "That is not strictly true," answered a well-known officer of the University of Michigan, "but it is so nearly true that nothing should be said to detract from the statement." It was not without good grounds that the alumni of the University of Chicago declared in their resolutions of regret and respect that Dr. Burton's life had been sacrificed to the material and financial demands of the school, and that he had never had a chance to make his contribution to the educational needs of the institution.

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> "American society has here developed an office in which is gathered responsibilities too grave and menacing to be borne safely by any one man."

Ex-President Charles W. Eliot has recently expressed his anxiety over the future of the academic executive office, saying that men were being broken down in it while others who ought to be willing candidates would be deterred from becoming such because of the hazards that are known to attach to the position. It is well known that two prominent deans at Harvard have of late been besought repeatedly by western universities of the highest standing to take their vacant presidencies. The times and the ways in which they have been solicited to take Western college presidencies is common talk at the Harvard clubs by members of the faculty. Truly, the office is in ill odor among those who are within its orbit. Possibly we are killing our college and university presidents. What is there of fatality about the office?

One element of possible fatality about the office is that it attracts to it men of burning enthusiasm and boundless ambition. Having found such men it opens to them opportunities for self investment and expression, for self sacrifice and for self advancement which to men of adventurous and high spirit stand out as an irresistible challenge. Less ambitious men, cautious men, moderate men, men of first-class ability and professional standing, men who would willingly and satisfactorily fill a more humane office, are solicited to take the job, but wisely pass it up. The number of addresses college presidents are invited to make, the articles they are asked to write, the interviews for which they are importuned and the enterprises they might assist, far outnumber those which any half-dozen men could safely undertake. If they are strenuous men, ambitious men, they can refuse such demands only when time and strength are exhausted.

Yet it is not merely overwork that is killing our college presidents. Their work can be shared by others, and it is obvious that college offices in these days are not stinted for administrative heads and assistants. As in commercial institutions, administrative officers carry the routine work and the mass of detail which must be passed upon in the carrying on of a great institution like a modern university or even of a modest college. The president is for the most part relieved of what is usually called "work." It is said that the office room of one of the most important British Cabinet secretaries, the foreign office, was vacant but for a table and a few chairs. When the great official met his callers in this room not a scrap of paper was in evidence. But no one would imagine that this official who dealt with the representatives of foreign powers in the crisis of the World War held an easy berth. There

was responsibility centred there if not "work." Here the fate of the Empire was determined, and the apparently unoccupied official carried the heaviest of burdens. Such may be, indeed is, the lot of most of our present-day academic heads. American society has here developed an office in which is gathered responsibilities too grave and menacing to be borne safely by any one man.

A noted state educational institution was, a few years ago, without a president. They canvassed the country widely and intensively. There were only a few men who met the specifications. All were eliminated save one. He accepted, and was quietly announced to the faculty as the new president. Later he demanded a free hand to work a necessary reform. The board dared not grant this, and the new president resigned before he was announced to the public. A year or two later he was offered and accepted a better, because less killing position as president of an old university, an institution where it is said "the faculty rule." The Western institution then went back again to a man who looked better to them than any other, but who had twice named to them conditions which they were loath to accept. But he was, or seemed to be, the one and only person who could man their presidency with any promise of success. They came to him the third time willing to meet every condition the candidate named, and they were not light conditions. "The office demands strong men," says a Harvard professor. "And," he adds, somewhat desperately, "it ought to find him." This Western school found him but with what consequences for the strong man, who "put the trustees in his vest pocket," when he came onto the campus, only time could determine.

A certain college board had a presidency vacant a few years ago which looked to the uninitiated like an attractive berth for some one. But the board went about the country for months, two years, indeed, seeking first one man and then another. Many desirable men looked the situation over and passed it by for less showy offices. The board twice besought the most logical man to take the office, only to be met with modest and reasonable demands as conditions which the board members were unwilling to concede. At last, when they were quite desperate, there came into view a novice in the business, an ambitious man, a peculiar man who always as a boy had flocked by himself; a man of boundless energy and deadly determination, who was willing, so he said, to do the one thing needful, raise money. Experience proved that he was to raise only a small amount of money and very much of trouble, but he got the job and kept it long after everybody wanted a change, the trustees included. These, however, were so reluctant to go again on their presidential wanderings that they kept on with the discredited man. This man rendered the board a welcome service. He relieved them of financial and administrative responsibilities which they were very loath to resume. The fate of the man and of the college were other and less important items.

It should be noted that the American executive office in general, at this particular stage of our growth, carries with it burdens not imposed upon it by the corresponding office in older countries, or for that matter in the other American countries. This, it seems, has come about so far as the state executive offices are concerned because of our constitutional system. We have no place for a first minister, who may gather about him a group of colleagues who are to share with him the burdens and the glories of governmental office. On the other hand we set our executive apart. Not only is he above his cabinet, but also he is set over against and above the legislative branch of our governments. He may fail to find the needful help from associates, he may not command the support of the legislature as his right but he cannot surrender the office before the hour marked on the calendar, though he may have long failed to command the necessary support of our political executive office. The incumbent is the head of his party, as well as the head of his government ceremonially and practically. He is thus the policy maker, the political general-in-chief, the administrative, legislative and executive leader. To him all of the glory is accorded; on him all of the criticism falls; to him nearly all the powers of government are committed. We are trying again the experiment so often before made by societies, of placing great responsibilities upon a single one of their number. Few kings or emperors, priests or prophets, have been vested with a larger share of powers in their societies than the present-day American executive.

All American executive offices seem to have been conforming for the past half century to that of the national political head. We demand to have not only a single definite and honored head for every sort of corporation and society, but we wish that head to have "adequate" power. We demand that he alone shall "deliver the goods." If there is weakness, he is responsible; if there is criticism coming our way, the president must bear it; not the stockholders nor the private members, not even the secretaries or superintendents, but solely the president. We are "democrats" but we believe in autocrats as heads of our industries, of our business enterprises, of our academic institutions and of our state as well. We believe practically in one-man government whatever may be our theories when we come to write our treatises. The collegiate or plural executive which is so successful in the federal government of Switzerland and which is becoming so widely adopted in Europe and Latin America, does not as yet appeal to us.

When this American executive holds his office from the people over whom he rules, even if it be for a definite period, or when he

holds his office subject at any time to recall by those whom he serves, then the office remains tolerable. Direct and constant responsibility to employers and to subordinates, serves to keep the incumbent in some measure dependent, humble, responsible—exercising powers which belong to him as a trust for a certain period, or as long as he uses them to the satisfaction of those he serves. Such an office is fairly human and livable. It is an office that ordinary beings can fill without peculiar danger, or unusual hazard and fatality. But the American academic executive office is of another sort.

The American academic executive exercises practically all the powers committed to his governing body by the state, or chartering body. By some peculiar working of the fates, academic institutions have come to be created out of and governed by non-academic people. The legal body which holds the properties, the responsible body which makes the laws and policies, and renders the final decisions—all executive, legislative and judicial functions which concern the academic community, are vested in a board of governors, trustees, or regents, who are foreign to the community, strangers to its business and novices in its sciences. Such people, being for the most part possessed of the usual degree of intelligence, proceed at once to find an agent and to create for him an office which will make it possible for them thus to discharge with credit to themselves, the duties and responsibilities imposed upon them. The American college and university trustee has made the American academic executive inevitable and unavoidable.

Having made him they must leave him to himself. They cannot interfere with him since he is the expert in the business to be conducted, and they are the novices. They may be on hand at commencement time, they may support high honorary degrees and the "glad rags" that accompany them, but they remain inexpert, uninformed, incompetent to guide or to direct their agent. They are like the land lubber sailing on the vessel which he owns. If he has wisdom at all the sailing will be left to the captain, and the owner will conduct himself like any other passenger. The academic board must support the president from the first to the last day of his incumbency. Before the faculty and before the public they must back him one hundred per cent. When they can no longer do so they must ask for his resignation and begin again their painful search for his successor, while some plain professor or dean acts as president ad interim. Of this "acting president" not much will be expected. For the time being deans, secretaries, and board members will assume many of the responsibilities which belong ordinarily to the president. There is no danger of "killing" the acting president. But, say the wise men who determine academic policies, men of business and state, what will become of the college without a president? And they press forward the more earnestly in the discharge of this one important function which belongs to the trustee, the finding of an agent who will relieve him of responsibilities which in law and theory belong to him alone. After they have found him and induced him to accept they are his men before all comers and critics.

All of the duties and responsibilities supposedly committed to a board of governors, are, then, performed by the president. While he holds the office he alone is responsible, though he may speak vaguely of "the corporation," "the administration" or "the board." Like the famous French king, he is "the state." And the tradition makes strongly for a life tenure. He cannot resign before the retiring age without casting discredit upon his record. He is sentenced not "during good behavior" but for life. And since there are but few of his sort, and most of those too wise to want to succeed him, and since the academic electoral college functions with such great difficulty, he may, if he makes a fair showing, if he is not too mediocre or too stupid, hold the office as long as he can keep the academic machine moving.

One of the immediate and obvious results of placing this wholesale responsibility upon the academic executive head is to make of him a scapegoat for every sinner in the academic community and to draw upon him all the fiery darts of criticism. For every thing the undergraduate does not like he holds the president responsible.

Among the most vexatious of the critics of the American college presidents is the "Old Grad." Dean Pound of the Harvard Law School speaks of him as a present-day menace in college life and administration. He is, says the Dean, the professional alumnus with little to do and plenty of money, who takes himself too seriously and spends too much time on the campus where the boys are likely to become hilarious through the ministrations of his pocket flask. The faculty of Harvard stand by Dr. Lowell because they find him giving them unusual liberty to teach and to speak and introducing measures that have greatly advanced the scholarly interests and activities of the undergraduate body. But it is for these very reasons that he is most bitterly and widely attacked by many of the alumni who fear that social life and athletic prowess have been sacrificed for the sake of scholarship.

Still another illustration of the university president's peculiar burdens is furnished by recent Harvard experiences. Certain noted professors of the Law School were under attack because of criticisms they had made or were supposed to have made upon the courts. For these offences and for other alleged offences against the popular post-war patriotic notions of their fellow countrymen, these men were brought to a hearing before one of the governing boards of the university. The mood of the alumni

who brought the charges and the popular feeling throughout the country might have made short work with the accused if, as is commonly reported, the president had not interposed and made it plain that these professors could not be dismissed until his resignation had been accepted. This story may be as apocryphal as many another that is circulated about Harvard, but it represents accurately the position in which a president is placed, the responsibilities that he bears and the burdens that rest upon him alone. We need not stop to question the wisdom of the system which so conspicuously singles out one man in an institution for criticism and for responsibility, but we may pause to note that such a situation may help to explain why fit men so often refuse the office and why strong men in the office are so frequently broken.

Another source of anxiety and wear for the American college president arises from his relations with the faculties of his institution. Ostensibly and theoretically he must treat these people as peers and colleagues. Actually he must deal with them as his employees. He may take one of several courses. He may aim to employ young and unprofessional people, crowding out those who are independent and inclined to stand for their own opinions. But only weak men in weak institutions will choose this method though it has its influence in some cases in schools of the highest standing. Again, he may seek to fill his faculty with men eminent in their fields and strong in personality. If he takes this course, as in honor and duty he is bound to do, he is threatened with a peculiar danger. He must say to these men whom he knows to be his peers, if not superpeers, as a well known university president said to his faculties recently: "I want your advice, I must have your help with administrative problems, but you are to understand that I must do as I darned please."

A recent French observer remarked about our academic government that it was a poor system "which sets one learned man to rule arbitrarily over another." When that rule amounts to a life and death power, as it often does, in effect, if not in theory, then it is a hazardous system, but the danger is not less but more for the ruler than for the ruled. If, as occasionally happens, the people of the ranks stand courageously together and develop a capacity for strong team work, the president finds himself powerless. He cannot ride, if the faculty will not be ridden, and the "fall" which the student editors take out of the Harvard "administration" is a minor accident compared with that which the faculty can give a president who is not strong enough or tactful enough to "manage" his faculty.

We must not forget, as his faculty is too likely to do, that the president himself is a "man under authority," that he is "hired and fired" by men of very different ideals from theirs and his own. He must "deliver the goods" to men who are in very different circumstances from his and theirs, and these "goods" must be of a quality and quantity not too unlike that which men of "affairs" demand of each other. He may not talk about it, but the president's board is his greatest grief, his most constant anxiety, his most serious hazard. Between the board and the academic community he is between the devil and the deep sea—(the stations not being assigned). What the board says to him in their "executive sessions,"—and they are all "executive"—what the big men of the board say to him, and write, between sessions, what they say whenever the academic waters become too rough—to the one man whom they have made responsible for their trust, and the only man to whom they can conveniently turn, is never published, but this it is that makes the president's nights sleepless, his face haggard and his years brief. He, the one-time scholar or scientist, the man feared by his faculty, not to be criticised by student and adoring layman, is very common clay to the men who know how he is made. As Caliban said to himself when one leg of his clay bird snapped and he broke off the other, that thus he would "lesson" him and to show him that he was his and "merely clay," so these American academic lords may say as they meditate about and manoeuvre with their creature, the college president.

It is true, of course, that many college and university presidents get on in apparent comfort with both their boards and faculties. However much such men feel the burdens here indicated, they are at least able to bear them without breaking and some of them enjoy long terms of office and make notable contributions to their institutions. Under favorable conditions, strong men may safely carry these responsibilities. Under conditions as they now exist in most of our institutions, it is doubtful if ordinary men can, with safety to themselves or to the institutions, continue long to carry these burdens and discharge with a fair measure of success the duties resting upon them. Whether or not men strong enough to carry these burdens exist in sufficient numbers, whether they can be induced to face the hazards or whether the office itself should be revised are questions of first importance.

From recent inquiries made among college and university presidents, the writer has concluded that the incumbents themselves are among the most dissatisfied with the office as it has been developed in America. Among these presidential critics a fair proportion seem to think there should be a division of the duties and responsibilities which have been gathered into the presidential office. Still another suggestion which has met with favor from an even larger percentage of correspondents who occupy the presidential office, is that

the president should become responsible to his faculties as well as to the board. This could be brought about by permitting the faculty to nominate the president and to pass up to the board at any time a "want of confidence" vote. Such a "responsible" office would, without doubt, be a far less burdensome one since the incumbent would no longer be responsible for his faculty but responsible with and to them.

It should be remembered finally that the American type of executive has not been developed as a part of the normal constitution in any other region of the world either in political or in academic societies. Moreover, among the large and unusual number of new constitutions which have been formulated since the war, even in those states which have adopted a republican or democratic form of government, no single one has copied our presidential system. In every place the plural executive or the cabinet form of executive has been adopted. Also, the collegiate executive of the Swiss has had some interesting imitations of late, but in no place has the American executive been used as a model, even though the state may have an official called a president. The only approach to the American executive is in states like Italy and Spain and in those Latin American countries which are in transition and have fallen under the control of a political adventurer known as a dictator. In view of these general tendencies and of the evident hazards and possible fatalities attending the American academic presidency, it is certainly worth while inquiring more particularly than we have as to the character of this office. If it is of such a nature as to kill off its incumbents, or to notably shorten their lives, then it may be concluded that the office is unsafe not alone for the occupants but for the society it is supposed to serve.

World Federation of Education Associations

By KATHERINE D. BLAKE

New York City

The great convention is over, and the delegates are scattered in every direction.

The closing days of the conference were given over to business in plenary session or delegate assembly. The new and more complete constitution was adopted with little objection because it had been so carefully thought out in the committee. Walter Siders of Idaho was the special American representative; he worked hard and faithfully to keep the American ideals to the fore. Because of his good work there he was chosen as one of the two Americans on the Board of Directors; Mrs. Mary C. C. Bradford of Colorado is the other, her ability and her work as past president of the N. E. A. and as state superintendent of public instruction admirably fitting her for the difficult work that the board must do to bring the teachers of the world in accord, and all working toward human brotherhood.

The resolutions were adopted almost exactly as presented, with slight verbal changes. A truly harmonious spirit prevailed at all these meetings. If this same spirit can be carried back to the countries from which the delegates came, there is indeed hope for world co-operation in the near future.

At the valedictory meeting and the morning meeting no less than a score of nations were represented in speeches, each of which was a message of good will, to which was sometimes added a plea for tolerance. The convention closed with all delegates in the great hall joining hands and voices in "Auld Lang Syne."

Immediately after the last meeting the Edinburgh branch of the Women's International League for Peace and Freedom gave a tea for the members in other lands and their friends. It was a memorable occasion. One after another the women arose and each told what was being done in her country to foster love for others, especially among children.

America was ably represented by over 400 delegates and representatives from all ranks of the profession of teaching, from the classroom teacher in the grades to the state superintendent and college president.

The opening session of the summer school at Oxford was again brilliant with a procession of men and women gorgeous in gay gowns or hoods. Gilbert Murray was resplendent in a gown mainly of scarlet with almost a skirt and trimmings of grey as he delivered the address of the evening. Since that night only black robes have been worn. There are a hundred Americans in attendance at the summer school, all over that number having been refused admission. Thus far, five days of the school being over, the most brilliant lectures have been given by Rev. Dr. Selbie on "The Bible and Modern Thought," and by Miss Elsie Fogerty on "The Place of the Actor in History," a clear and charming story of the actor through the centuries to the present day.

Dayton, Tennessee, is apparently the best known place in America to Europeans. They judge all Americans by the standards of that little village. It would be funny if it were not causing unfortunate misconceptions of conditions in our favored land.

Education for World Peace

By LUCIA AMES MEAD

Boston

The first biennial meeting of the World Federation of Education Associations has recently taken place in Edinburgh, bringing together many hundreds of representatives of fifty nations and of the 5,000,000 teachers of the world. They adopted as a program the suggestions offered by Dr. David Starr Jordan in his essay which won the $25,000 prize offered by Raphael Herman of Detroit. At the biennial the announcement was made of a sum of $1,200 for prizes offered by Clement M. Biddle of New York for the twelve best short essays on the twelve figures in history deemed most worthy of remembrance as the world's greatest heroes.

Dr. Jordan's suggestions were briefly for: 1. a General World Committee on education for peace; 2. a committee on teaching of history and patriotism, "expressing its values, its limitations and its perversions"; 3. one on international sports, "especially those games which involve co-operative action"; 4, one on effort to establish a Bureau of Conciliation in the Department of State at Washington; 5, one on military preparedness which would consider military training in schools and colleges, and on standing incentives to war; 6, one on the current arguments on war as a cosmic necessity; 7, one on the International Court of Justice, and on the general machinery for international co-operation. The elaboration of this last suggestion encouraged the idea of our entrance into the League of Nations with a modification of present provisions for sanctions.

The establishment of these committees and the future approval at later meetings of their recommendations and the subsequent carrying of them out will require some years' work which will be limited unless larger funds than those now available can provide for the constant work of experienced educators. Meanwhile certain considerations in harmony with Dr. Jordan's point of view might well be considered and adopted as widely as possible. One of the most hopeful is that the governments of eight great nations can create and keep world peace. This does not depend on the conversion or education of illiterates which comprise the bulk of the world's population. World peace, which can arrive without any change in human nature, depends on true ideas of international rights and duties and the will to attain them on the part of a few thousand educators, legislators, and business magnates and enough of their followers to sustain them in making substitutes for war obligatory.

World peace could probably be accomplished by the cost of one single cruiser wisely spent. The reason that the large funds given for the cause have not yet produced adequate results is that they have been spent so largely in academic work rather than in practical ways to affect public opinion.

The goal to be attained is good will and a new understanding of rights and duties, especially in international relations; the ethics of the individual made the ethics of the State, involving the settlement of all disputes by peaceful, legal means.

"The true citizen today is a citizen of the world and his first loyalty is to mankind. Patriotism comes as a second loyalty to be checked, disciplined and determined by that first and greater loyalty," says Bishop Brent. His word might well serve as one of the foundation principles to be incorporated into all teaching.

PARENTS

The foundation of all peace teaching is the home. School authorities for two generations must consider parents as well as pupils. Parent-teacher associations should bring together all who are working for children; the general scheme of school study on rights and duties throughout all grades should be made clear to parents especially as regards the futility of war, substitutes for war, and the refutation of current fallacies about it. Confused thinking, false premises, twisted logic, far more than wickedness are the prime causes of war. Parents must be shown how the first principles of the fair settlement of disputes must begin in the nursery and careful study be given to the pre-school age. The advantage of a "cooling-off period" should be stressed. If boys of ten and twelve fight, this "cooling-off" time should be used for a written statement from each fighter of what he thinks the other thinks about the affair. The writing out of this will be a considerable education to a turbulent, resentful youngster. It forces him to take the other's point of view, which lays the basic principle for world peace. The enormous value of a period of investigation and delay before action in the case of nations can be shown as illustrated in the Dogger Bank affair during the Russo-Japanese war, which is a dramatic and didactic story. The same "cooling-off" period is provided for in many treaties signed by our government. "Seven out of ten children and young people in America under twenty-five years of age are unreached by the educational program of any church, Jewish, Protestant, or Catholic." Each nation represented in the World Federation of Education Associations should ascertain its own proportion of youth thus neglected. Many college graduates are devoid of any serious

thought of God or of what Kant calls "the categorical imperative." A sense of duty is often diluted to a mere conformity to conventionality and good taste. There can be no solid foundation for the brotherhood of man but the Fatherhood of God. In this one God all Protestants, Jews, Roman Catholics and Mohammedans believe. An eminent University president has recently said: "The forces that make for human degeneracy were never so many, so active, or so ominous, and nothing less than civilization is at stake. Childhood and youth need religion more than anything else and more than at any other time of life for the foundation of character; education without it lacks heart and soul. For this stage of life almost any faith or creed is better than none. Our statesmen need new training in international relations, for they show every symptom which alienists find with all minds grappling with problems too large for their powers. We have lost all power of discrimination between men, things, ideas and books."

Civilization has reached the stage when an earnest alarm-call is issued by a British officer addressing the Royal Institute of Public Health congress: "Instruction against gas should occupy a definite place in school routine. Anti-gas drills should be carried on periodically." When Mr. Edison tells us that London can now be destroyed in three hours by recently invented methods of destruction, the futility of rifle practice, even if made universal, is evident. The public must be made profoundly impressed with the fact that war preparations must lessen and soon end altogether or they will inevitably bring on the suicide of white civilization. While future generations are being taught in school, it is imperative to reach the present voters to prevent an impending horror. Educators must plan for adult education.

The beginnings of financial and moral decay which since the World War have startled all countries have been studied in the United States by educational experts. It was found, e.g., that of the comparatively few children in the state of Indiana who go to school on Sunday, the average gets only twelve hours a year of direct religious instruction. Tests show that more than half of many thousands of children tested with cards bearing instances of conduct to be marked with a cross after "true" and "false," showed very hazy notions of duty. Evidently they thought it "was not the pupil's duty to call attention to the fact that a teacher has given him too high a mark; that money need not be returned when over-payment is made; that cheating is not wrong; that it is a greater duty to secure justice for people of our own race and religion than for others." Tests made with boy scouts, camp-fire girls and private schools showed a higher perception of duty in proportion to those tests made in public schools. Such tests should be extended.

Increased losses from burglary and embezzlement from 1901 to 1925 and amazing and successful youthful banditry and even murder give alarming evidence, with our excess of homicides as compared with other countries, that in the most favored land there is urgent need of specific teaching to counteract neglect and evil influence.* "It has been shown that under scientific pedagogy children can be taught goodness so that they shall be really good. Spiritual inspiration can be put into their minds so that it will remain there and will become the motive of their lives."

The abnormal stress under which Europe has gone shows the same need there. Everywhere the powerful influence of sensational moving-pictures, of the millions of immodest newspaper cartoons, of the baleful excitement of our modern, machine-made world demands a new emphasis in the teaching of all subjects in home and school. The influence of good table-talk is immeasurable.

Every Sunday School would do well to have a parents' class with a trained educator as director. The parental problem should be treated in the press as picturesquely as by Angelo Patri, but going far deeper and dealing with larger subjects. Material might be sent out in translations to newspapers in all countries coming from an international commission.

TEACHERS

A scientifically arranged series of suggestions for eight grades of elementary schools has already been prepared in America which might serve as a model for every country. "A Course in Citizenship and Patriotism," prepared by four experienced educators, with an introduction by Chief Justice Taft, develops in the child from six to fourteen the feeling of good will, the sense of responsibility and service all the way from the playground to the city, state, nation, and family of nations. The teacher who follows the course here outlined can give to the great mass of pupils who never have secondary education the foundation of all ideas needed for personal conduct and citizenship, both national and international. Similar books are needed for teachers in every country.

The prime considerations in preparing for world peace are the development of the power of sympathy, the ability to put one's self in another's place, the judicial mind and the power of logic that sees through sophistry. In developing imagination and the sense of interdependence, let children bring into school lists of everything in their homes for which

*More persons in the United States have been murdered in ten years than were slain in our five foreign wars combined.

†Published by Houghton Mifflin Company.

they are indebted to other countries. Before they begin geography, the sense of our being a part of a larger whole should be developed; from coffee to the Sistine Madonna and the Bible, they should reckon all their possessions from other lands. Language lessons should be utilized for development of imagination. Let the child write such a letter as he thinks the Jewish cobbler round the corner would send home to Russia telling of this country; or one which the Greek fruit-seller would send; let the German child write what he thinks the children of France think and say, and vice-versa. It is well for all children where the sores of war are still bleeding to put down their ideas of how they think the children of other nations feel. Each school should secure rotogravure pictures illustrating the activities and beauties of every land.

The lessons in geography should advance still further along the line of the best geographies today in emphasizing the human side. It is vastly more important to understand the conditions of life of a Mexican peon than to locate and spell Iztaccihuatl; far more important for an Italian child to understand a Tyrolese, a Japanese to understand a Korean, than for either to know latitudes and longitudes. Correspondence between children of different countries should be made easy.

In the teaching of arithmetic, imagination should be developed as to figures applied to areas, population and money. Every child should figure out how many years a billion minutes would equal and get some faint conception of what a billion dollars or pounds or francs mean and how many people it would require at current rates to earn that amount. Family budgets, rents, civic and national expenses should be used in problems; the cost of each one's schoolhouse compared with that of a battleship; the number killed in battle compared with the far greater number who die of preventable accident and preventable disease*; the national cost of cigarettes compared to money spent on books, etc. The cost of liquor and of armies should bring home to the pupil the tremendous gain possible from a wiser expenditure. The power to visualize figures, to read statistics with imagination would go far to prevent wild expenditure for a "preparedness" that incites rivalry and leads all other nations likewise to costly preparation. After the first elementary processes are mastered, the visualization of figures is the aspect which is the most important and the most neglected. Most women and many men grow up with no power to understand statistics so as to make comparisons and to deal with them efficiently.

*Every year over 600,000 die in the United States from preventable accident and preventable disease, while fewer than 75,000 were slain in our foreign wars in 150 years.

The teacher of reading and literature has a superb opportunity to promote the larger patriotism, to develop admiration for heroes of all ages and all lands as well as for our own. In addition to regular textbooks, children should have cheap classics from every country in pamphlet form and gradually from year to year acquire a little library at trifling cost. This idea, first suggested by Tolstoi and developed by William T. Stead in penny pamphlets, has been carried still further in Germany and Vienna by Mme. Scheu-Riesz. Instead of national literature alone, the best stories and poems of all countries are made available for two pence each and bring broader culture into many homes.

With the universal increase of the spirit of narrow nationalism since the war, history and patriotism become the most difficult subjects to teach. The fate of nations may depend as much upon this teaching as business depends on the teaching of arithmetic. Though textbooks in a generation have vastly improved and, notably in Japan, the causes of war and its results displaced the majority of pages once given to military exploits, there is far too much over-exaltation of each nation's virtues by its nationals. Only friendly suggestion and criticism from experts in other lands will rectify each nation's one-sided histories. More courage, tact and discretion are needed in the teaching of patriotism and history than in all other subjects put together. Stress should be laid on that loyalty to truth which aims at a judicial statement as more truly patriotic, because more just and noble, than one which exaggerates national achievements. Children are natural bigots, having small experience and being fiercely loyal to their own. Love of country is the easiest possible thing to develop; love of truth is far harder. The different loyalties, to home, school, city, state, nation and family of nations, which emergencies bring often into ethical collision produce the elements of tragedy. What is the higher and highest loyalty must be thought out by each pupil under the teacher's use of the Socratic method.

No word in any land except religion has been abused and misused more than the beautiful, sacred word, "patriotism." It has been confounded with that which is most superficial and spectacular, and with what has no more to do with real patriotism than pew-cushions have to do with real religion. In many places the symbol of the country is coming to be almost a fetish, as the symbols of religion have sometimes been. Teachers should aim to correct the growing intolerance of sentiments that are not traditional. Emerson's noble definition should be the basis of instruction: "The right patriotism consists in the delight which springs from contributing our peculiar and legitimate advantage to the benefit of humanity."

Resolutions Adopted at the Plenary Session of the World Federation of Education Associations

GENERAL

1. That the W. F. E. A. appoints standing committees on pre-school, elementary, secondary and higher education whose function shall be to co-operate with affiliated associations in furthering the objects approved by the Federation, to make studies and reports upon such matters as the Federation may commit to their charge and to prepare the program of their section at each ensuing biennial.

2. That special committees on health and on the removal of illiteracy be appointed by the W. F. E. A with functions similar to those of the standing committees in the respective fields.

A. PRE-SCHOOL EDUCATION

3. In view of the supreme educational importance of the first years of childhood, provision should be made in every educational system for a type of education suited to the needs of that period. Such education, whether given in the home or in special groups, should include the formation of desirable physical habits, mental attitudes and character traits in an environment conducive to freedom, health and joy of living.

4. That such pre-school education should be in charge of persons specially trained for the purpose in both mental and physical ways and should be carried on when in special groups in close co-operation with parents. Public funds should be available for such education and every encouragement should be given to research in this field.

B. ELEMENTARY EDUCATION

5. That the W. F. E. A. affirms its belief in the potency of Goodwill Day as a factor in creating and fostering an international understanding among the children of the world, and that it recommends that affiliated associations secure, where necessary or desirable, national or official sanction for the observance of such a day from their government and education authorities; and, further, that steps be taken in each country to prepare for the teachers an outlined program as a suggestive guide.

(NOTE: The W. F. E. A. suggests with reference to resolution 5 that the affiliated and other associations be asked to report to this Federation upon the most suitable single date for Good-Will Day and that upon the basis of these reports the W. F. E. A. have authority to select such a date.)

6. That the W. F. E. A. affirms its belief that geography, history and training in citizenship should be taught not only from a national point of view but also from a modern sociological and international point of view.

7. That the W. F. E. A. endorses movements and committees which establish international contacts among school children through correspondence, exchange of school work and interchange of pupils of suitable age between countries. To promote the more economical exchange of materials, the W. F. E. A. shall use its best efforts to secure accommodation in the postal rates.

8. That textbooks for the elementary schools of the world be prepared descriptive of child life in all lands and setting forth in brief and simple form the best that each nation has achieved.

9. That in view of the fact that it is of the utmost importance that teachers of all nations should themselves possess the international outlook the World Federation recommends the encouragement of special courses in teacher-training institutions and in universities and strongly recommends to its affiliated associations the promotion of plans for travel and interchange of teachers.

C. SECONDARY EDUCATION

10. That the W. F. E. A. encourage co-operation with affiliated associations in the promotion of such aids to education as universal biography, visual instruction, and the use of the motion film, particularly when of educational and scientific nature, literature and language study particularly in the modern field, aesthetics, and training for citizenship as possessing great potentialities for the development of an international outlook.

(NOTE: The detailed statement prepared by the Conference on Secondary Education descriptive of the above courses is suggested for reference to the appropriate committee for its use and consideration.)

11. That the W. F. E. A. prepare a statement of the ideals which should obtain in history and history teaching. Such statement should emphasize the necessity for an impartial treatment of international intercourse. A frank admission of shortcomings should accompany the claim of services rendered to the cause of human welfare in each country. In proceeding from national to world history emphasis should be laid upon the progress from conflict to conciliation.

D. HIGHER EDUCATION (UNIVERSITIES)

12. That resolution 7, 1923, of the W. F. E. A. be amended to read: "That the W. F. E. A. utilize and advance inquiry into universities in their history, their contemporary developments and possibilities and to investigate the question of the establishment of a World University."

13. That resolution 4, 1923, be amended to read: "That the W. F. E. A. inquire into the inter-relations and increasing unifications of the various fields of knowledge and research and towards the fuller and clearer co-ordination of subjects of instruction accordingly, with endeavor to bring about a greater unification of scientific terminology."

14. That resolution 6, 1923, be amended to read: "That the W. F. E. A. encourage the establishment of a universal library office and inquire into methods of bibliography and their

possible advances. This office may ultimately be connected with a World or International University."

15. That the recommendations of the National office of French universities and schools be referred for further study, the W. F. E. A. affirming its approval of the objects which these resolutions are designed to obtain in an easier and more efficient and a more economical interchange of scholars, whether professors or pupils.

E. INTERNATIONAL RELATIONS

16. This conference of the W. F. E. A. is of opinion that it is the function of teachers to help their pupils to realize that the world is a unity, that nations and peoples are interdependent, economically and otherwise, and that true nationalism is not inconsistent with true internationalism.

17. That the W. F. E. A. co-operate wherever possible with international organizations and other organizations pursuing similar aims.

(NOTE: Three resolutions submitted by this conference dealing with history, language and method of instruction are referred to appropriate committees for their use and consideration, as the Committee on Resolutions is of the opinion that their substance has already been covered in resolutions of other Conferences.)

F. CHARACTER EDUCATION

18. That the W. F. E. A. affirms its belief in the importance of character training in education, and refers the subject to appropriate committees for future consideration in all sections of the Federation conferences.

G. HEALTH EDUCATION

19. That the W. F. E. A. refer to an appropriate committee the detailed recommendations of the Conference on Health Education with instructions to carry forward in co-operation with the affiliated associations the steps recommended so far as these may be approved by competent authority. The W. F. E. A. affirms its sense of the importance of the plan presented and affirms its belief that health education is the fundamental basis of all successful education.

H. TEACHER TRAINING.

20. That the W. F. E. A. gather and collate information upon the systems of training of teachers in the countries represented by delegates to the conference of 1925, and that such information be made available to all who desire it, special attention being given to ascertain the steps taken to secure the fitness of entrants to the profession.

Planning for Safety Education

By J. EUGENE THOMPSON

Long Island City, N. Y.

Any plan for safety education must include every conceivable contact of the human being with the forces that threaten and destroy human life and happiness. It is only by thorough and intensive planning that America will be educated to take the leadership in the world campaign to stop modern civilization's wholesale maiming and slaughter.

President Coolidge, in speaking of highway safety, in particular, at the First National Conference on Street and Highway Safety, held at Washington, December 15, 1924, said: "If the death and disaster that now fall upon innocent people through the year and over our country as a whole, were concentrated into one calamity, we would shudder at the tremendous catastrophe."

"Innocent" may be some of the victims, but it is certain that had the great majority been taught from babyhood in the home, from childhood in the school, in manhood and womanhood on the streets, in conveyances, and in buildings, the fundamentals of safety, we should not have to "shudder at a tremendous catastrophe."

DEATH AVERAGE DECREASING

In 1923, for instance, if we should investigate briefly the effectiveness of recent safety educational programs, 22,600 people were killed and 678,000 injured as a result of street and highway accidents alone. Automobiles, alone, killed and hurt more people last year (1924) than the total of dead and wounded in the American Army overseas during the World War. A total of 13,300 adults and 5,700 children were killed in automobile accidents, and more than 450,000 little ones were badly injured. That means a daily average for the year of fifty-two deaths and 1,180 injuries. In 1915 there were twenty-four deaths per 10,000 automobiles; in 1920 there were twelve per 10,000; and in 1924 this number was reduced to not quite ten per 10,000. In this marked improvement we find that education through schools of all kinds, newspapers, posters, automobile clubs, industries, and police departments has proved far more valuable than legislation. Traffic laws, in many cases, only serve to confuse.

Nor is the problem of safety to be found only on the street and highway. In industry—factories, shops, office buildings, commercial warehouses, lofts; in the home—apartments, tenements, private homes, hotels; in public institutions and buildings—schools, museums—the menace of accident everywhere confronts us.

REQUIREMENTS FOR PLANNING

Any constructive planning for safety education, aimed at the solution of all problems, should attempt a consistent grading of all information and knowledge now in existence—from the simplest rules of the kindergarten to the advanced instruction that borders on high school civics and the collegiate study of government. I should attempt to gather together all the practicable methods of teaching safety, and I should endeavor to devise others.

I should recommend everywhere that Abraham Lincoln's words calling for respect and reverence for the Constitution be applied to safety: "Let . . . Safety . . . be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in the schools, the seminaries and in colleges; let it be written in primers, in spelling books and almanacs; let it be preached from the pulpit, proclaimed in the legislative halls of justice. In short, let it become the political religion of the nation."

SAFETY IN THE HOME

Safety, from the time the child can comprehend, must be taught in the home daily. First experiments with the alphabet should be calculated to form simple "Safety First" rules. The penalties of disobedience and violation of these rules must be held constantly before the growing child.

But, if the home cannot make the best "job" possible of safety education, it is next the school's task to take up the torch. The consideration of teaching safety from the very first day a child enters school renders the problem of adapting the subject-matter of safety education in detail to the needs of the elementary school the greatest of all safety education projects. Every conceivable contact of the elementary school child, not only those already experienced, but those that will be met in later life, must be clearly pointed out and the great foundation strongly and firmly laid in the most formative and impressionable period.

ACCIDENT AND CARELESSNESS IN SAFETY

In a plan for safety education some special study should be made of the elements of accident and carelessness. I should like to disclose the number of accidents that are due to carelessness. I should like to investigate the possibility of the existence of such a thing as "an unavoidable accident." I should like, further, to discover the percentage of accidents that are "unavoidable" as compared with those that are preventable. And I should like to ascertain the extent to which safety education governs these percentages.

In conclusion, the menace of anti-safety must be strenuously combatted. Humanity cannot be compelled to adopt Safety First slogans without knowing their meaning. Safety must be taught as surely as we teach the essentials of reading and writing. In every sense, "The world must be made *safe* for humanity."

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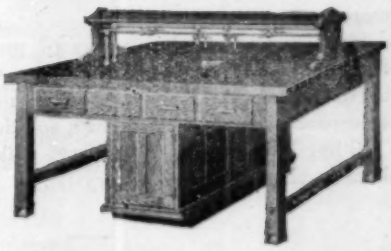

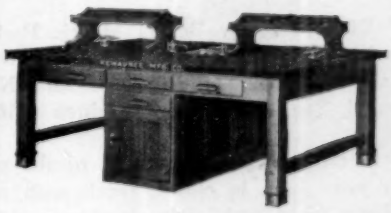

Students' Biology Laboratory Table No. 1006

Where a complete work-table is desired, this will fill the need admirably.

Students' Domestic Science Desk No. 1605

For two students. One drawer and one cupboard for each; larger drawer used in common. This is a very practical desk.

Hundreds of other new and modern educational institutions are now installing Kewaunee. It means better work on the part of both instructors and students, longer life and less expense.

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Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

FIRST PRINCIPLES IN CHEMISTRY. By Martin Meyer, Ph. D., College of the City of New York. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

Chemistry is vastly more attractive to students as a whole than it was fifteen years ago. Chemists are doing many things undreamed of in 1910, achievements which appeal to youth. As a result many boys, especially, even in the junior high school, are zealous students of chemistry, but they need a scientific anchorage in the "First Principles in Chemistry" which is what Dr. Martin Meyer gives them in material even more simplified than his "Elementary Chemical Calculations." The explanations are more fully expanded than has been customary even in any elementary chemistries.

Dr. Meyer has the art of making scientific statements interesting both from the simplicity and clearness of his language and from the uniform challenge to know where the statement leads. His every statement is a vista of a vision, is an approach to something more interesting and more important.

Chemistry is largely a series of problems from start to finish. A problem always requires a solution which means a dilution, a reduction of difficulties until they disappear in transparency as in the case of a solution of sugar.

"First Principles in Chemistry" makes all primary problems in chemistry clear as crystal.

THE BOOK OF PLANTS. By Bertha Morris Parker and Henry Chandler Cowles, Ph. D., both of the University of Chicago. Cloth. 250 pages. Illustrated. Boston, New York, Chicago and San Francisco: Houghton Mifflin Company.

It is impossible to estimate the significance of the new school books. We have been in closest touch with new school books for forty years, and fairly closely associated with the new school books for twenty years before, and we have always been appreciative of the new books, but there has never been anything to compare with the wonders of the new books of today.

The "silent reading" feature of the modern school is largely responsible for the chief attraction of the present new books.

"The Book of Plants" has led to the above comment. It is a perfect marvel of information and inspiration. It is as fascinating as any book that John Burrows wrote, or as Dallas Lore Sharp is writing. It is brimful of the latest information about all kinds of plants, much of which was never in a school book before. Everything is presented with a purpose but without any moralizing taint.

"The Story of Apples in the Northwest" is as fascinating as any equal number of pages of Dallas Lore Sharp's justly famous book on Bees. It is a treasure house of science and a handbook on the art of raising one-fourth of the vast apple crop of the United States in Oregon and Washington.

The fourteen pages on Pasteur are a classic. We have two volumes of the "Life of Pasteur" in which we have revelled for forty years, and "The Book of Plants" makes the work of Pasteur as vivid and vitalizing as those books do.

Really it has never seemed possible that there could be brought into 250 pages and twenty-eight chapters so much of Burbank and Pasteur and other famous men of achievement as is in "The Book of Plants."

EDUCATIONAL CROSSWORD PUZZLE BOOK. Based upon 10,000 words most commonly used as determined by the researches of Dr. E. L. Thorndike of Teachers College, Columbia University. By Robert K. Speer, M. A., and J. Ralph McGaughy, Ph. D., both of Teachers College, Columbia University. Yonkers-on-Hudson, New York: World Book Company.

A puzzle has an educational value quite distinct from any other appeal. It awakens an intellectual interest, stimulates individual mental activity, and is a challenge such as comes in no other way.

A puzzle has the charm of intense interest, but more than that, it rewards interest with the satisfaction of achievement which gives its own peculiar thrill.

The Crossword Puzzle captured the American people in youth and in advanced age as nothing else has ever done, and its educational value is now appreciated. This "Educational Crossword Puzzle Book" has exceptional interest because one knows that what he learns while solving the problems will be of real value. It is a tonic rather than a mere stimulant. There is a goal always in sight. One knows that he is not only going, but he knows where he is going.

In no other way does one enlarge his vocabulary so fast and in no other way do words reveal so many meanings. Because these puzzles are based upon the ten thousand most commonly used words as given in Thorndike's Teachers' Word Book, and because of a new method of defining the words so as to show their use in sentences, they are puzzles with an educational value greater than the ordinary crossword puzzle.

HOW MUCH ENGLISH GRAMMAR? By Martin J. Stormzand, University of Southern California, and M. V. O'Shea, University of Wisconsin. Cloth. Baltimore: Warwick and York, Inc.

Professor O'Shea is in a class by himself when it comes to thinking around all sides of the educational field, with an uncanny wisdom in knowing what to do and when to do it in every subject and at every change of the educational season. We have followed his professional progress from his first entrance into the educational literature functioning, and it has been a liberal education to see how skilfully he has dodged the follies and foibles of those who have a penchant for taking the wrong turn in the road of progress

No one has been doing as new things as many times as has M. V. O'Shea, and we can recall no instance in which he has had to abandon any professional vein because it has proved to be merely a pocket mine. In the language of the miner he always finds a "pay streak."

A good illustration of this is his "grub staking" of Professor M. J. Stormzand, who was with him in the University of Wisconsin. Professor Stormzand made an exhaustive study of grammatical constructions commonly used by adults in their written expression. As a result this volume contains a vast amount of data presented in a simple, condensed, intelligible form; and the educational bearings of the conclusions reached are made prominent. It is shown what the grammatical needs of people in American life are, and how much and what phases of grammar should be stressed in language and grammar courses. It is shown beyond question that many grammatical constructions to which much attention is given in our schools play very little role in the written expression

of American people, while other constructions that are not sufficiently stressed play an important role.

The data upon which the conclusions and suggestions are based are presented so that they can be easily comprehended. Sample sentences are given to illustrate every variety of grammatical construction which has been studied, so that even if a reader's knowledge of grammar has become hazy he may see from the sample sentences exactly what it meant when any variety of grammatical construction is being discussed.

CORRESPONDENCIA PRÁCTICA. By Medora Loomis Ray and Ruth A. Bahret, Washington Irving High School, New York City. Cloth. Illustrated. vii+181 pages. Price, $1.00. Boston: Ginn and Company.

Mrs. Ray and Miss Bahret have collaborated successfully before, but we believe it is safe to say that this useful and practical handbook of Spanish correspondence, planned for use as composition material, has seldom been excelled. It contains fifty-two lessons, each of which centres around an actual Spanish letter (typewritten to add to its reality) dealing with everyday business topics—the ordering of goods, renting of apartments, applications for positions, resignations, letters of introduction and recommendation, remittances, claims, quotation of prices, etc. Each letter serves as a model for oral and written practice in Spanish grammar, verb-forms, constructions, and vocabulary. These exercises are in accord with the best modern methods; they are free from stiltedness, interesting, practical, and teachable. Following the lessons are a series of eight letters to be put into Spanish, a group of nine clever dialogues on business subjects, a list of abbreviations commonly employed in correspondence, and English-Spanish and Spanish-English vocabularies. The book is well illustrated throughout, and maps of Spain and Spanish-America, in colors, add to its effectiveness.

"Correspondencia Práctica" is a worthwhile piece of work, carefully planned and efficiently executed.

THE ADOLESCENT GIRL. A Book for Parents and Teachers. By Winifred Richmond, Ph. D., George Washington University. Cloth. 205 pages. New York: The Macmillan Company.

The title of the book tells the whole story. Dr. Winifred Richmond writes with the utmost frankness. It is entirely clear that she has studied girls in their sex life both extensively and intensively. She certainly knows the girl problem from her own experience and from the mother's anxiety.

Dr. Winifred Richmond's treatment of the physical, mental and social, domestic, industrial and civic aspects of the subject is invaluable at this time. Families in which normal boys and girls become normal and successful men and women are slow to believe that the problems of adolescence are serious.

There is no question but that one of America's most important needs today is for society's safe people to be interested in many ways in society's unsafe classes in childhood and youth.

This frank and wholesome book on "The Adolescent Girl" should be read by society's safe and sane people. One must admit that danger may lurk in the reading of some chapters by persons who crave information from the sensational angle. The chapter on "The Delinquent Girl" may possibly bring the book under censure from the official censors in this suspicious age, and we are not at all sure that the book would not have served a higher purpose if a soft pedal had been put on that chapter. It is an open question whether such definite frankness in a good book like this may not make trouble for those who are waging war on the frankness in magazines that are under censure.

It will be tragic if a book whose frankness makes it superlatively valuable should through its frankness be put in jeopardy. We could wish that it were two books, one for helping parents and teachers in dealing with the problems of girls in general and another in dealing with wayward and delinquent girls; one book for which two-thirds of this book is written for a home and school highway and the other for detour. But as it is we regard "The Adolescent Girl" as of inestimable value.

EXTRAITS DE L'HISTOIRE DE LA CIVILISATION FRANCAISE. Par Alfred Rambaud. Edited, with introduction, questionnaire, and complete all-French notes and vocabulary, by Joseph Seronde, Ph.D., associate professor of French in Yale University. Cloth. 283 pages. New York: Henry Holt and Company.

Professor Seronde here presents a text edited in accordance with the system followed in the French course in the common freshman year at Yale University. The material is taken from Rambaud's "Histoire de la Civilisation Française," which has the advantages of being written in clear and idiomatic French of not too great difficulty, and of dealing with topics of intrinsic interest. Among the chapters we find the following dealing with the middle ages: Religion, Letters, Sciences, Arts, Industry, Military Life, Civil Life, Private Life; and for the modern period: The Royal Power, The Court, The Colonies, Public Instruction, The Characteristics of Contemporary Civilization.

In the course for which this book was prepared, the work is all done in French. Accordingly we find that English is not used in the vocabulary and notes (which are combined) except in a few instances—all definitions being given in French. Questions based on the text appear as a running series at the foot of the page to which they refer. Dr. Seronde gives in the preface an interesting account of the method followed in his classes—a system to which his book naturally adapts itself.

The volume is notable for the care with which it has been prepared and for the fact that it represents a complete acceptance of the newer methods of language study.

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TREND OF THE TIMES

Flyers Rescued After Nine Days

After drifting nine days on the Pacific Ocean, the crew of the seaplane PN-9 No. 1 were found and rescued by a submarine, only a few miles from the Hawaiian Islands. They had been obliged to descend about 300 miles short of their goal for lack of fuel, and had drifted westward. Food had given out after five days. They drank rain water and distilled sea water, prepared with the aid of a small still they had taken with them. Parts of the wings of the plane were burned to operate the still. The plane took off from San Francisco August 31; was lost track of the next day; and was discovered in the water at 4 p. m., September 10. The skill, pluck and sacrifice of Commander John R. Rodgers were commended by the other four members of the crew. Arriving at Honolulu September 12, as passengers aboard the United States destroyer MacDonough, the crew were received with noisy demonstrations by the islanders, but were ordered to bed by naval physicians, though physical examinations had shown no ill effects beyond the need of shaving.

The crew never lost hope of being saved. They said their most trying experience was hearing by radio that expectation of finding them had been abandoned. They were unable to send radio messages, but could receive them.

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Pinchot Parleys With Coal Chiefs

No important step toward settlement of the strike of anthracite miners was taken last week. Governor Pinchot of Pennsylvania invited Major William W. Inglis, representing the mine owners, to a conference September 12, and was to meet President John L. Lewis of the United Mine Workers September 14. The meetings were to be informal.

John Hays Hammond, chairman of the New England coal committee, announced plans for instructing the public in the use of soft coal for domestic heating, and declared that the residents of New England could save $70,000,000 a year by this means. He called oil "a luxury fuel," not to be recommended for general use as a coal substitute.

Mitchell's Charges Cause a Furore

Sensational charges of incompetency on the part of army and navy chiefs were voiced by Colonel William Mitchell, former assistant chief of the army air service. Criminal negligence of the navy heads was one specific accusation. Officials are debating whether to try Colonel Mitchell by court martial. He is evidently seeking public endorsement of his plan for a unified department of defence, to include land, sea and air divisions in charge of under-secretaries. The rules do not forbid men in the service to make recommendations, but over-indulgence in personalities directed against superiors in rank may be punished. The President has refused to interfere in the matter, believing the army is able to deal with Colonel Mitchell. Of course the Shenandoah disaster and the failure and near-tragedy of the Hawaiian flight have furnished unusual material for criticism of Secretary Wilbur's department by Colonel Mitchell and the press generally.

—

Federal Board Sees "Good Times" Ahead

An active condition of business during recent months, with prospect of continued prosperity and satisfactory improvement during the autumn, are reported by the Federal Reserve Board at Washington. Steady progress toward better economic conditions abroad is noted. Credit is given both to the Dawes plan of collecting Germany's war debt and to the prospect of early refunding of European debts to the American government, for the betterment of the European situation. The report disclosed a tendency to higher prices, increased trade and production, and a growth of building construction, already at the highest point in years.

—

Dog Drivers in Epidemic to Get Medals

The Department of the Interior announces that gold medals will be awarded in October at Juneau, Alaska, to the ten drivers of the dog teams who displayed heroism in transporting anti-toxin to the diphtheria stricken town of Nome last March. The presentation will be made by Governor Parks of Alaska.

Upward Trend of State and Local Taxes

That reduction of federal taxes last year was accompanied by a continued increase in state, county and local taxes, is shown in a survey conducted by the Washington headquarters of the National Grange. The total paid under the latter assessments was approximately fifty per cent. greater than the federal tax bill. Federal taxes were placed at $2,688,000,000 against state and local taxes of $3,700,000,000. The field of tax reduction, it was concluded, is limited to economy in local government administration and the elimination of governmental functions "designed to spend tax-raised money for purely sentimental purposes." Exceptions to the general rise in taxes were found in some middle and western states.

—

Pine Beetles Cause Vast Timber Losses

Tens of thousands of American trees are being destroyed annually as a result of the infestation of the great Pacific forests by the pine beetle, an insect that in less than one year can ruin the mightiest pine in a Pacific forest. Jackson Kimball testified before the Senate Committee on Public Lands at Klamath Falls, Ore., that "in this Klamath selected area of 1,000,000 acres the estimate that 8,000 homes of an average of $12,500 have been lost in the last few years because of the ravages of this insect is conservative. This is but a small part of the total forest area of more than 125,000,000 acres in the big lumber states of the Northwest and Pacific Coast." Representatives of the National Forest Service of the Federal Bureau of Entomology confirmed the statement.

—

Increase in Farm Radio Sets

On the basis of a nation-wide survey, the agriculture department estimates that 550,000 farms are equipped with radios, compared with 365,000 a year ago and 145,000 in 1923. The survey showed that the farmers tuned in mostly for weather and market reports. Illinois leads the Union with 46,000 farm radio sets. New York and Iowa each has 39,000 and the other states trail along with numbers scaling down to 200 for Delaware.

Washington Apple Crop Makes New Record

The commercial apple harvest in Washington this year is placed at 26,604,000 boxes, one of the largest crops in the history of the state. The yield last year was 23,000,000 boxes, says the Seattle Times. Progress of the Northwest apple abroad is one of the surprises of commerce. In the last three years exports have doubled. In 1922 shipments totaled 3,323,165 boxes and in 1924 the number was 6,718,872. This season continued gains in foreign sales are expected.

New Railroad to Cross Pennsylvania

A new railroad from Easton to Pittsburgh, Pa., to cost $259,726,998 is proposed by the Harriman heirs. The cost per mile would be $757,145. It is estimated that this new road would reduce cost of transportation between New York and Pittsburgh by twenty-five per cent.

Rapid Growth of Artificial Silk Industry

In ten years the production of rayon or artificial silk has grown to almost equal that of genuine silk. There was manufactured in 1924 108,000,000 pounds of rayon against 110,000,000 pounds of silk-worm silk. The United States alone produced 38,850,000 pounds of rayon in 1924.

Twenty per cent. Fewer Horses than in 1920

Decline in horse population following the shift to the automobile, the truck and the tractor is causing cogitation in the rural regions. In 1918 there were 21,500,000 horses in the country; now there are 17,500,000. Some authorities, arguing from the figures, think the country on the verge of a horse shortage, and the United States Department of Agriculture early in the year forecast that an acute shortage is likely before the colts foaled this year are in active service. So far, however, horse breeders in general have not been impressed enough to start breeding on any extended scale.

Millions of Storms Each Year

According to a London Weather Bureau report, there are about 1,800 thunder storms in progress every minute throughout the world, giving 360,000 lightning flashes an hour or 100 every second. Observations made from 3,000 stations indicate that the earth experiences 16,000,000 storms of this character each year, or about 4,400 daily.

Find Process for Hardening, Tempering Lead

An objective of science since centuries before Christ, the hardening and tempering of lead, has now been accomplished, according to an announcement by the Western Electric Company. R. S. Dean and W. E. Hudson are the metallurgical engineers who have done what generations of scientists before them could not. The new tempered lead, which is made with the use of a small percentage of alloy and the treatment of the metal by a special heating process, makes a metal which is three times as hard as lead alloyed without the heat treatment, it is said. Experiments are now being conducted to reduce the degree of brittleness, and to make the tempered product tougher. It will improve, among other things, coating for telephone cable, and increase the life of the cable.

Footprints of Monster Found Embedded In Coal

Large pieces of coal in which are embedded the footprints of a prehistoric animal believed to be a tyrannosaurus, the fiercest of the carnivorous dinosaurs which roamed the earth millions of years ago, have been found in the Panther coal mine in Carbon county, Utah. The find was made several thousand feet underground. The tyrannosaurus is believed to have been forty-seven feet long and eighteen to twenty feet high when erect, with a tail like a lizard.

Private Loans to Foreign Countries

Our total foreign investment, exclusive of amounts owed the United States by foreign governments, is estimated by the Department of Commerce at a little more than $9,500,000,000. The par value of foreign securities publicly offered in this country during the first half of 1925 amounted to $551,591,000, as compared with $379,700,000 for the same period last year. Europe was the largest borrower the first half of the present year, with $237,600,000. Latin-America came second with $151,081,000; Canada third with $131,910,000. Asia, which led last year with one loan to the Japanese government of $125,000,000, comes fourth this year with only $31,000,000.

On August 23 Chicago opened a new market place, consisting of 166 new market buildings. The cost of the plant was $17,000,000.

In eleven years the tolls of the Panama Canal have amounted to $121,780,395. Tolls paid last year were $21,245,776.

Musical Insects Sold in Tokio

Singing insects are now on sale by street venders along the Ginza, the gay "Main street" of Tokio. The principal warblers of the insect variety are crickets and long-horned grasshoppers. To the Japanese the song of the cricket and the grasshopper lends a peculiar charm to the summer evening. The diminutive insects are sold in quaint bamboo cages, decorated with silk ribbons. Prices range from 50 sen to as high as 25 yen each.

In view of increasing communistic activities among the laboring classes, President Chiari of the Republic of Panama has issued a decree calling for expulsion of all undesirable aliens.

The plan to avoid a coal strike in Great Britain by government grants to the operators will cost the government $50,000,000.

The last of the French troops in the Ruhr district left at midnight July 31, 1925.

The largest oil tank in the world, with a capacity of 3,000,000 barrels, is to be built in Los Angeles.

It is estimated that Radio is now a half-billion-dollar industry.

The Corcoran Art Gallery in Washington, D. C., now has the famous William A. Clarke collection. The Metropolitan Art Museum of New York City had to refuse the collection as it was unable to abide by the restrictions placed by the donor, requiring that the collection be exhibited as a complete unit.

A Successful Plan for Saving Money

Regular monthly deposits mount up rapidly at 5¾% per annum, compounded quarterly, the rate paid by this bank for 36 years.

$1 a month grows in 4 years to $54; in 6 years to $86; in 8 years to $121; in 10 years to $161; in 11 2-3 years to $200. How many dollars should you lay aside each month? Start today to do it!

WATERTOWN CO-OPERATIVE BANK

Boston 72, Mass.

Assets Over $8,500,000

EDUCATION IN ACTION

Boston University Calls Dr. H. R. Harper

The trustees of Boston University on September 10 voted a unanimous call to Dr. Heber Reece Harper, now chancellor of the University of Denver, to fill the vacancy caused by the departure of Dr. Lemuel H. Murlin, who is now head of De Pauw University.

Dr. Harper is an alumnus of Boston University and was secretary to Dr. Murlin at one time. He is a native of Manchester, Eng., and is forty years of age, being among the youngest university presidents in the country. He was ordained to the ministry of the Methodist church in 1907.

Dr. Harper received his A. B. from Allegheny College; studied three years at Boston University, where he was also graduated and later held a fellowship. He has studied in Leipzig and Halle, Germany, and at Harvard and Chicago Universities. He holds doctorates of divinity from Allegheny and De Pauw. He taught Hebrew and Old Testament History at Boston University in 1919.

Bishop Anderson, acting president of Boston University, expressed the belief that Chancellor Harper would accept the appointment.

University of Maine's Acting President

Dean Harold S. Boardman, of the college of technology, has been elected acting president of the University of Maine to fill the vacancy caused by the resignation of Dr. Clarence C. Little. As a new election is not being hurried it is believed he may become the permanent head. Graduating in '95, he has been tutor, instructor, professor and dean for fifteen years.

Phi Beta Kappa National Elections

The fifteenth national council of Phi Beta Kappa has re-elected all its officers for another term. Those re-elected are: President, Dr. Charles F. Thwing of Cleveland, O.; vice-president, Dr. Francis W. Sheppard of Chicago; secretary, Dr. Oscar M. Voorhes of New York. In addition to the officers, the following were elected to the senate of the organization: Darwin P. Kingsley, Mary E. Woolley, Brenno Lewinson, Professor Nelson Moore and Mrs. Winifred L. Maxfield.

High Honor Won by Woman

Mrs. Helen S. Wright of Pittsfield, Mass., has been elected a fellow of the Royal Geographic Society of London, an honor regarded as the highest in its field, in recognition of her writings and research on Arctic and Antarctic exploration and history.

Chicago Evening Schools Offer Many Courses

The Chicago free public evening school courses include almost every activity in which the citizens of Chicago engage in their daily occupations, and the thirty-one schools at which night sessions will be held are in all sections of the city.

Modern Lighting Urged for Schools

There cannot be too much artificial light, if it is properly controlled, in school buildings, according to the Eye Sight Conservation Council of America, in a popular interpretation of the code of lighting school buildings, prepared under the joint sponsorship of the American Institute of Architects and the Illuminating Engineering Society. Advanced types of illumination are required because the immature eyes of school children are "more susceptible to injury than the eyes of adults."

J. A. Wood, New Teachers' Fund Secretary

John A. Wood of Montclair, N. J., has been elected secretary of the New Jersey State Teachers Retirement and Annuity Fund at a salary of $6,000 a year, which is double the former salary.

Famous Violinist on Faculty at Dartmouth

Professor Serge Korgueff, eminent Russian musician, of Petrograd University and former concert-master of the Czar's orchestra, is on a year's leave of absence to join the music department of Dartmouth College under Professor Longhurst. Professor Korgueff is regarded as one of the world's best violin instructors, having had for pupils such eminent violinists as Moldavan of the Flonzaley Quartet; Mischakoff, concert-master of the New York Symphony Orchestra; Gorner, assistant concert-master of the Detroit Symphony Orchestra; Spielberg of the Cleveland Symphony Orchestra, Zimbalist and Jacob Seide. He has refused offers of some of the largest conservatories in the United States to keep a promise that he would come to Dartmouth for at least a year. He is deeply interested in the orchestral work of the music department of Dartmouth.

Japanese of Hawaii Contest Language Law

Revision of regulations adopted by the territorial school commission in Honolulu, Hawaii, appears to have made no material change in the attitude of the eighty-five litigating Japanese-language schools. The eighty-five schools are inactive, having closed their doors to avoid being fined for non-payment of the annual fee of $1 a pupil. A suit is in preparation to enjoin the territorial officials from enforcing the provisions of the alien language law, as amended by the Legislature of 1925. Thirty schools, having complied with the territorial requirements, are operating.

Studying the Monkey's Brain Processes

Dr. Robert M. Yerkes, professor of psychology, and Dr. Harold C. Bingham, research associate in psychology, both of the Institute of Psychology at Yale University, are carrying on a series of experiments with two monkeys on Dr. Yerkes' farm in Franklin, N. H., with the purpose of throwing more light on the workings of the brains of animals. Dr. Bingham's children are actively assisting in the work by submitting themselves to tests similar to those imposed on the apes.

Seek to Prevent Earthquake Damage

The Engineering Economics Foundation is operating in Boston and is engaged in gathering and disseminating information concerning national emergencies of all types and methods of reducing loss of life and property in emergency. It focuses its work upon earthquakes, because these includes virtually all kinds of hazards.

Barber Drops Trade to Go to School

Dissatisfied with the limited possibilities of his trade, James Bordlere, barber shop owner and married, entered the New Britain, Conn., high school freshman class to study commercial subjects and Spanish. He took oral and written examinations to obtain a passing mark. He hopes after his courses to secure employment in the export trade.

More Argentina Students for U. S.

At a recent meeting of the Argentine Section of the International Educational Institute in Buenos Ayres, the exchange of graduates between American and Argentine universities was strongly advocated. Acceptance was made of the offer of the American section of the institute to send to Buenos Ayres a woman graduate of the School of Domestic Economy of Columbia University to give a course of lectures. Negotiations are to be resumed towards establishing a number of technical scholarships for Argentine students in some of the great industrial establishments of the United States.

Children Punctual at School for 22 Years

Twenty-two years of regular and punctual attendance at public schools is the creditable aggregate record of the five children of H. Elliott of Toronto, Canada. The record is attested by the silver and bronze medals and certificates won by the children.

Teachers Asked to Combat Crime

"Character is of more value to society than brains," Dr. Augustus O. Thomas, state commissioner of education for Maine, told the teachers attending the eighth annual conference of Massachusetts normal schools at Framingham, Mass. In urging the teachers to combat the crime evil with its annual drain of $10,000,000,000 from the pockets of taxpayers, Dr. Thomas said: "Education should turn its attention directly to the relief of society from this evil." As safeguards against criminal tendencies, and as primary factors in uplifting civilization, he recommended development of the virtues of industry, thrift and character.

Coolidge Idea on Education Department

Before leaving Swampscott, the President, at a conference with Payson Smith, Massachusetts Commissioner of Education, A. Lincoln Filene of Boston and Mrs. Frederic P. Bagley, stated that if there is to be a new cabinet department for education it should be one to deal with the matter in its broadest sense, taking in public welfare, public health and other broad educational functions, substantially as provided in the general reorganization bill.

High Chair Period Shapes Character of Child

A number of books have recently been issued dealing with the mental growth of the pre-school child, the psychology of the pre-school child, the mental growth of these children in relation to the rate of bodily development, and similar subjects. These publications are singular in that they seem to have been so many years in arriving, says the Lafayette (Ind.) Journal and Courier. Educators and psychologists generally should have gone to the high chair in the first place instead of devoting their research and tests to children in the schools, the article adds. "The high chair is and always will be the seat and source of character," it concludes.

Cooks and Maids Teach in Novel School

A school for domestic training, said to be the only one of its kind in the United States, will open in Chicago, October 15, with a course running three months. Classes will be held in a model residence, and the student maids will take turns at being "mistress." The course includes instruction in how to answer the doorbell, how to use the telephone, waiting on table, making up bedrooms and preparing menus. Skilled cooks and maids long in service will be employed as instructors.

DANGER SIGNALS for TEACHERS

THIS timely, inspiring book by the editor of the Journal of Education will make a strong appeal to all teachers. It was written to help them meet the new conditions which have arisen in the profession of teaching and points the way to success.

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"The horse and the cow is in the meadow."

Then she turned to the class: "Now, children, who can tell me what is wrong with that sentence?" she asked.

A boy at the back waved his hand vigorously.

"Please, Miss Jones, you should mention the lady first!" he declared triumphantly.—School Parent.

Tailoring Not Perfect

A man was trying to sell a horse. The animal was broken-winded, but sleek. The owner trotted it around for inspection, and remarked: "Hasn't he a lovely coat?"

The prospective buyer looked at the heaving flanks of the animal, and replied: "Yes, his coat's all right; but I don't like his pants."—Good Hardware.

Question of Interpretation

Mama—"Where have you been, Johnnie?"

Small Boy—"Playing ball."

Mama (severely)—"But I told you to beat the rug, didn't I?"

Small Boy—"No, ma'am; you told me to hang the rug on the line and then beat it."—De Malay Councilor.

Fair Friend (as band strikes up a waltz)—"What's that out of?"

Distinguished Musician—"Tune." —London Mail.

You Can't Make Him Think So

The man who knows it all has lots to learn.

All Over

A nervous passenger said to a chauffeur: "Supposing you were going sixty miles an hour down hill with a stone wall at the bottom of it and your brakes wouldn't act, what would you do?"

"Nothing to do," answered the chauffeur. "It's done."

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Bobby Knew the Answer

Our Bobby was in a store with his mother when he was given candy by one of the clerks.

"What must you say, Bobby?"

"Charge it," he replied.—Pittsburgh Christian Advocate.

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Robert E. Seashore, who goes to the department of psychology of the Ohio State University, Columbus, is the son of Dr. Carl E. Seashore, dean of the Graduate College of the State University of Iowa.

Carl L. Stearns, Ph. D., astronomer at Yale University since 1920, formerly assistant in the Dudley observatory, Albany, N. Y., has been appointed research associate in astronomy at Wesleyan University.

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MEETINGS TO BE HELD

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee, Mrs. Rove Buim, High School, Racine, Wis.
Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: West Virginia State Education Association, Huntington, West Virginia. W. W. Trent, Secretary, Elkins, West Virginia.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

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5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

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